1. **Title of the module**

HIST8880 (HI888) - Money and Medicine in Britain and America since 1750

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MA in Modern History

MA in the History of Medicine and Health

MA Science Communication

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate an enhanced and sophisticated understanding of the historic relationship between money and medicine.

8.2 Critically assess the tension between healthcare provision as a universal right and healthcare as a commodity.

8.3 Demonstrate a broad and deep understanding of British and American medical history and its relevance for state, private and/or commercial healthcare provision in these countries today.

8.4 Demonstrate an enhanced and sophisticated understanding of relevant theoretical and practical tools for exploring that history.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Critically analyse a diverse range of primary source materials.

9.2 Construct critically nuanced coursework in an independent manner.

9.3 Undertake independent research and learning.

9.4 Demonstrate the ability to consider complex issues from a range of perspectives.

9.5 Present to an audience in a clear and confident manner, demonstrating oral communication skills.

1. **A synopsis of the curriculum**

Medicine has often been depicted as an objective science, a science that can accurately diagnose and effectively treat many illnesses and diseases. Yet, medicine is also big business, generating and/or costing economies and multinational companies billions of pounds each year. Drawing on a combination of medical, commercial and social history, this module will explore the multifaceted relationship between money and medicine in Britain and America since 1750. It will follow a broadly chronological structure charting the rise of the ‘medical marketplace’ in the eighteenth century to the current healthcare crisis in provision in Britain and America. Topics will include patent and proprietary medicines; quackery and unorthodox medical provision, such as homeopathy; the development of the pharmaceutical industry; the emergence of healthcare insurance and the NHS; and the ‘golden age’ of technological medicine since the 1950s. A central theme of the module will be the tension between the provision of healthcare as a universal right and as a commodity and the module will examine the ways in which this tension affects the quality and therapeutic effectiveness of the care and goods provided in the British and American contexts. The module will also make use of a wide range of source material. As well as newspapers, reports and textbooks, it will draw on advertising media, film, newspapers and patent records.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Blume, S. (1992) Insight and Industry: On the Dynamics of Technological Change in Medicine, Boston, MA: The MIT Press.

Cooter, R. and J. Pickstone (eds., 2003) Companion to Medicine in the Twentieth Century, London: Routledge.

Digby, A. (1994) Making a Medical Living: Doctors and Patients in the English Market for Medicine, 1720-1911, Cambridge: Cambridge University Press.

Jones, C. (2013) The Medical Trade Catalogue in Britain, 1870-1914, London: Pickering & Chatto.

Starr, P. (1982) The Social Transformation of American Medicine: The Rise of a Sovereign Profession and the Making of a Vast Industry, New York: Basic Books.

Takahiro, U. (2010) Health in the Marketplace: Professionalism, Therapeutic Desires and Medical Commodification in Late-Victorian London, Palo Alto, CA: The Society for the Promotion of Science and Scholarship.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 278

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

Essay 1 2500 words 30%

Essay 2 2500 words 30%

Critical commentary 1500 words 15%

Presentation 20 minutes 25%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Commentary | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module is deliberately comparative between the UK and US contexts. Students will be encouraged in seminars and in their assessed work to adopt this comparative focus.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018